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ABSTRACT

One in a series of teaching units for gifted high school students, the document discusses humanities instruction for gifted students in grades 9-12. It is explained that the syllabus suggests a focus on three themes throughout the year: the search for meaning in a personal and larger context, the study of prejudice, and the pursuit of utopia. A note on classroom procedures mentions the centrality of discussion and dialogue, with the teacher acting as a guide and coordinating outside speakers and out-of-class enrichment experiences. Suggested readings and media and suggested activities are offered for the three major themes: the search for meaning and self-identity; the nature of prejudice, specifically towards Blacks, Jews, and women; and examples of efforts to establish a utopia. (CL)

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HUMANITIES THEMATIC UNITS

Three Example Units for Gifted Students in Grades 9 - 12

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EC171146

The real voyage of discovery
consists not in seeking new landscapes,
but in having new eyes,
in seeing the universe
with the eyes of another,
of a hundred others,
in seeing the hundrod universes
that each of them sees.

DISCOVERY, Marcel Proust

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OVERVIEW

Though the needs of society and the needs of the individual sometimes conflict, in at least one respect they complement each other: society needs truly educated human beings and the individual needs a true education. This has always been so but never moreso than today when both society and the individual suffer from myopia. Society thinks it needs specialists, especially technologists, who can maneuver it out of impending doom; the individual thinks he needs training to be a specialist so that he can secure a job in a dwindling market. The thinking is short-sighted and will short-change the future of the world and of the individual.

A true education expands the individual so that he can see the hundred universes others have seen and discover the hundred universes peculiarly his own. A true education expands the individual so that he can enrich the world in more than material productivity. Yes, he must earn a living and perhaps this means that he must be trained for a job--but let us not confuse training with education. And let us not substitute the one for the other. Both are indispensable, but lately we've been dispensing with education.

Our times mandate the need for a Humanities education. Here, students will be encouraged to philosophize, discuss values, experience the contributions of the past, and evaluate the direction of the future. They will be encouraged to integrate the fragments of their lives: diverse academic subjects; past, present and future; self and society. They will be encouraged to discover universes without and within.

A thematic approach lends itself to the attainment of these ends, enabling students to weave in and out of time and the various disciplines as well as facilitating the appreciation of others' accomplishments and the creation of their own. This Humanities syllabus suggests that students focus on three themes throughout the year: the search for meaning in a

personal and larger context; the study of prejudice; and the pursuit of Utopia. These units demand an interdisciplinary, multi-media approach; they also demand that students think, read, question, and become intensely involved in their own education.

CLASSROOM PROCEDURES

1. The primary purpose of the Humanities curriculum at the secondary level is to expose the student to the subject areas which deal with man as a human being, with the development of his ideas through successive periods in history, with the influences which have formulated those ideas, and with the cultural creations, intellectual or artistic, which have grown out of his ideals.
2. The class is designed to facilitate discussion and dialogue through an atmosphere which encourages the student to express his/her opinions and to accept, tolerate, or challenge the viewpoints of others.
3. The role of the teacher is to act as guide through a variety of classroom experiences in order to help the student fulfill his/her unique capabilities.
4. Discussion and classwork will be based on a wide spectrum of assignments. To assure rational examination of topics, the student will be required to prepare by utilizing the multi-media classroom/library resources available.
5. Lectures will occasionally be presented to the class to supply background information and supplement the resources available to the student.
6. Outside speakers will be invited to share their ideas with the class. Out of class experiences will be provided as a means of enriching classroom activities and objectives.
7. Grading will be based on essay exams and other testing techniques when appropriate, quality of research, care and promptness with regard to assignments, and participation of the student in the overall progress of the class.

SEARCHING...THE QUEST FOR MEANING

"To learn is to order experience in a search for meaning."

Paul F. Brandwein

Who am I? What is my purpose? How can I make a difference in my world? In fact, what is the meaning of life? Is there a "scheme of things"? Whether the questions are posed egocentrically or with universal concern, they have been explored in diverse ways in recorded thoughts from Aristotle to Abraham Maslow. The endless quest for identity and meaning has taken humanity down many paths. In prior ages the search seemed to be well guided since the direction was supplied by faith. Recent centuries, however, have thrust more responsibility on the individual to discover meaning. Since adolescence for some is preoccupied with trying to understand who we are and what our place in the universe, this unit will attempt to provide direction for the absorbing inquiry. We will investigate philosophical, psychological, sociological, literary, artistic and historical probings into the search for meaning. Students may well begin a quest that will last their lifetimes.

Suggested Readings and Media:

Novels:
- Siddhartha - Hesse
- Razor' Edge - Maugham
- Lord of the Flies - Golding
- Catcher in the Rye - Salinger
- Huckleberry Finn - Twain
- The Stranger - Camus
- Red Badge of Courage - Crane
- Portrait of the Artist as a Young Man - Joyce
- Great Gatsby - Fitzgerald
- Grapes of Wrath - Steinbeck

Drama:
- Hamlet - Shakespeare
- No Exit - Sartre
- Antigone - Sophocles
- Oedipus Rex - Sophocles
- Hedda Gobbler - Ibsen
- Doll's House - Ibsen
- The Glass Menagerie - Williams
- Death of a Salesman - Miller
- Waiting for Gadot - Beckett

Poetry: Selections from available anthologies

Media: Center for the Humanities Slide/Tape Sets
--Man's Search for the Meaning of Life
--Am I Worthwhile?
--How We Become Ourselves
--Literature and Psychology
--The Search for Identity

Films: (I.U. numbers)
"Why Man Creates" - (MP 3-1555)
"Cloudmaker" - (MP 2-8285)
"Up is Down"
"Adolescence - Crisis or Opportunity" - (MP 2-8348)
"Art-People-Feelings' - (MP 2-5837)
"Great Themes of Literature: Conscience in Conflict" - (MP 3-2318)
"The Identity Society" - (MP 3-3038)
"Aristotle's Ethics" - (MP 3-0106)
"Doll's House" Parts 1 and 2 - (MP 3-0005-6)
"Hamlet"
"Oedipus Rex"

Suggested Activities:

1. Read and analyze short stories that revolve around the search-for-self theme. ("Flight" by John Steinbeck, "Sonny's Blues" by James Baldwin, "A & P" by John Updike, "Araby" by James Joyce, etc.) Write your own short story dramatizing that moment or event or person in your life which precipitated you into adult awareness.

2. Research a person whom you admire by reading his/her biography or autobiography as well as memoire, journals and letters. (e.g. Albert Schweitzer, Woody Allen, Susan B. Anthony, Mahatma Ghandi, Martin Luther King, Albert Einstein). Come to class as your person bringing representation of your major accomplishments.

3. Select a period, era, or genre of art or music and explain how it reflects man's perception of himself, his values and his society as indicative of his times. Utilize a multi-media presentation.

4. Search for poetry and create a poetry anthology with the search-for-self thematic thrust. Write your own poetry. Illustrate. Tape poetry readings

with appropriate musical background.

5. Delve into a psychologist who has dealt with the identity question (Freud, Jung, Maslow, Erickson, Rollo May, Rogers, etc.) and share your research with the class in a creative presentation. Compare and contrast your findings on a psychologist with information you garner from a self-help book.

6. Invite a sociologist to class to discuss the "Culture of Narcissism". Follow up with a humanistic psychologist as a guest. Finally take a side to this contemporary discussion and hold a debate in class.

7. Express yourself in any medium of your choice. Be prepared to share your product in a class display. Discuss how your work is a reflection of who you are and explain the process you used to achieve this creation. Relate your endeavor to the need for creative expression and to its place in the interconnectedness of life.

8. Prepare a single page which answers the question "Who Am I?" in which you do <u>not</u> deal with your roles at all.

9. Go on a personal search for meaning by creating an individual trip to a cultural experience for you. Discuss your proposed trip with your teacher. Follow the trip with a one page critique which includes an assessment of the experience and its value to you.

10. Many of the major characters in works of fiction develop "philosophies of life". Select a character whom you admire; cite his/her philosophy of life; reflect how this direction is a mirror of your own approach to life.

11. Using Robert Frost's "Road Not Taken" as a touchstone, keep a diary of choices you make in your life. Try to see if patterns emerge.

12. Select either a contemporary song or poem of which you are especially fond. Bring a copy and be prepared to defend your choice.

ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference.

Robert Frost

PREJUDICE

What is the nature of prejudice? Where does it start? How does it develop? What is the impact of prejudice on the perpetrator and on the victim? What is its destructive potential and can it be destroyed? How have major literary works dealt with the subject? Why are scapegoating and stereotyping used by individuals and societies?

Rudyard Kipling expresses prejudice in his poem, "We and They",

All good people agree,
And all good people say,
All nice people, like US, are We
And everyone else is THEY:
But if you cross over the sea,
Instead of over the way,
You may end by (think of it) looking on WE
As only a sort of THEY![1]

Of harmful prejudice, Rev. Theodore M. Hesburgh says:

> We learn it; we foster it; and we pass it on to others. It begins because of a perception of difference--difference of color, language, religion, social or economic situation, physical appearance, even sex. We follow this perception of difference with an evaluation and a comparison: What we have or are is the best, so anything different must be inferior. Prejudice has led to and fed on war, oppression, conquest, slavery.[2]

By examining the multicultural heritage of our society in this unit, students will gain greater insight into the effects of prejudice on our culture and analyze their own personal attitudes toward prejudice. Emphasis will be on an interdisciplinary, multi-media investigation of the topic, viewing it from historical, sociological, economic, psychological, literary, philosophical, anthropological perspectives.

Students will trace the common theme of prejudice pervading such identifiable groups in America as black Americans, Jews, women. Other minority groups--American Indian, Hispanic Americans, Asian Americans--may be explored individually or collectively at a later time.

Black Americans--robbed of their cultural identity by the cruel system of slavery and severely discriminated against, both by law and by custom--have long been alienated from the larger American society. Their long struggle against the inequities imposed upon them finally brought the achievements of the civil rights movement of the 1960s. Black Americans have also experienced an awakening of ethnic pride and interest in their Afro-American heritage and are steadily building a better self-image.[3]

Suggested Readings and Media:

"Black Americans", Chapter 4, Prejudice and Discrimination, pp. 93-133.
Afro-American Literature: Poetry, Adams, Conn, Slepian
Afro-American Literature: Fiction, Adams, Conn, Slepian
Black Boy, Wright
The Man Who Lived Underground, Wright
To Kill a Mockingbird, Lee
Cry, The Beloved Country, Paton
I Know How the Caged Bird Sings, Angelou
Slavery and Segregation, Sandler, Rozwenc, Martin
Lost in the Stars, Anderson, Literary Cavalcade, Vol. 32, No. 6, March, 1980, pp. 8-13, 20-33.
"Music Inside My Head", Gordon Parks, Counterpoint in Literature, pp. 334-343.
"Open Letter to a Young Negro", Owens, Exploring Life Through Literature, pp. 353-359.
"A Legacy of Creative Protest", King, Jr., The United States in Literature, p. 173C.
"The Harlem Renaissance", Hayden, The United States in Literature, p. 202M.
"Narrative of the Life of Frederick Douglass", Douglass, Outlooks Through Literature, pp. 161-167.
"Luther", Neugeboren, Outlooks Through Literature, pp. 37-46.
"The Sky is Gray", Gaines, Outlooks Through Literature, pp. 61-77.
"Minorities", Chapter 3, Verdict on America, pp. 39-50.
"Rumor Clinic Experiment", Images of People, pp. 3-5.
Selected Case Studies in American History, Gardner, Beery, Olson, Vol. 1, Case 11, 12, 13 and Vol. 2, Case 4.
The Norton Anthology of Short Fiction, Cassill, several selections.
Literature: The Human Experience, Alcavian, Klutz, by/about blacks.

Media and Audio-Visual Materials:

"Wood and Metal Mask", Art Appreciation Print Program
Picasso, African Influence, Art and Man Magazine
Film: "Matter With Me", MP2-6627
Film: "Black History, Lost, Strayed or Stolen", MP3-0165
Film: "Satchmo and All That Jazz", MP2-5823
Filmstrip/Cassette: "You Decide: Making Moral Decisions", Part I - The End vs. The Means, Sunburst
Filmstrip/Cassette: "Impact of Prejudice", Part 2, Sunburst

Suggested Activities:

1. Black leaders have differed in their interpretation of the concept of black power. Select a black spokesperson (past or present) who represents a conservative, moderate and radical viewpoint on black power. Work on this assignment in small groups, with each group then presenting its findings to the whole.

2. Trace the influence of the blacks African heritage on American culture in music, literature, art, fashion, dance, food. Present your findings in an original, imaginative way to the class.

3. Agree/disagree with the following assessment by the press on Maxwell Anderson's adaptation Lost in the Stars, based on Alan Paton's Cry, The Beloved Country: "A novel has been adapted and has not lost its scope and character as a piece of writing." Use examples from the play and/or novel to support your position. Which genre portrays more graphically the human struggle in South Africa? Comment also on the lyrics from the musical version. Are they faithful to the tone of the original novel? Why/why not?

4. Participate in a simulation of a sociological experiment designed and administered originally in the 1940s by Allport and Postman. Note whether, as in the initial experiment, stereotyping affects the results. Discover how the selective nature of perception can affect stereotypical outcomes in this Rumor Clinic experiment.

5. After the inner-city riots of the 1960s, a special commission was set up by President Johnson to propose remedies to these violent protests. The Report of the National Advisory Commission on Civil Disorders recommended, as one step, rebuilding or improving housing. Attend a seminar on a local urban renewal project and discuss the expectations, problems, complications inherent in rebuilding substandard housing in deteriorating neighborhoods.

6. Establish criteria and evaluate the many fictional pieces of literature read by the class in this unit, choosing the best and the worst, in your opinion. Write an essay outlining your judgments, with examples cited from the texts.

7. Combine the concepts gleaned from the materials used in this unit on blacks and/or from individual research to create a board game. Be sure that the name, format, rules and purpose of the game appropriately represent the black people's situation.

MERRY-GO-ROUND

by Langston Hughes

Colored child at carnival:

Where is the Jim Crow section
On this merry-go-round,
Mister, cause I want to ride?
Down South where I come from
White and colored
Can't sit side by side.
Down South on the train
There's a Jim Crow car.
On the bus we're put in the back--
But there ain't no back
To a merry-go-round!
Where's the horse
For a kid that's black?[4]

Women have been discriminated against in many ways and in most cultures due to a belief that men are the superior sex. This unit explores the development of sexual prejudice. It examines the way sex-role stereotypes are learned in our society; presents evidence of discrimination against women in many aspects of American life; considers the effects of science, technology, and education on women's lives; and reflects upon the changing role of women in American life. It also deals with women's response to discrimination--the nineteenth century suffrage movement and the twentieth century equal rights movement.[5]

Suggested Readings and Media:

The Scarlet Letter, Hawthorne
The Miracle Worker, Gibson
The Mother, Chayefsky, Outlooks Through Literature, pp. 516-540.
The Effect of Gamma Rays on Man-in-the Moon Marigolds, Zindel
Pygmalian, Shaw
Antigone, Sophocles
The Pleasures of Philosophy, Durant, "Problems of Morality", pp. 73-183.
A Doll's House, Ibsen
The Glass Menagerie, Williams
"Sexism in American Society", Chapter 6, Prejudice and Discrimination, pp. 151-169.
International Women's Year Materials
"Portrait of Myself", Margaret Bourke-White, Outlooks Through Literature, pp. 146-160.
The Norton Anthology of Short Fiction, Cassill, selections by/about women.
Literature: The Human Experience, Alcarian, Klotz, selections by/about women.
"Girl Watchers Experiment", Images of People, pp. 7-9.
"Women's Rights, How Real the Changes?" Senior Scholastic, Vol, 105, No. 9, Nov. 21, 1974.

Media and Audio-Visual Materials:

"The Bath", "Mother and Child", "The First Communion of Catherine Laboure", Art Appreciation Print Program
"The Woman Artist", "Georgia O'Keeffe", Art and Man
Film: "All That I Marry", Carol Coren
Film: "A Doll's House", Part I - MP3-0005, Part 2 - MP3-0006
Film: "Trial of Susan B. Anthony", MP2-5191
Slides/Tape: "The Re-Education of Women and Men", Part 1 and 2
Filmstrip/Tape: "Stereotyping", Part 1, Center for the Humanities
Filmstrip/Tape: "You Decide: Making Moral Decisions", Part II - Obligation vs. Self-Interest, Sunburst

Suggested Activities:

1. Compare or contrast the ideas on women by any two of the following significant and representative thinkers of Western civilization, using primary sources:

Plato	Rousseau	Darwin
Aristotle	Hume	Nietzsche
Plutarch	Kant	Engels
Paul	Wollstonecraft	Russell
Augustine	Hegel	Freud
Aquinas	Kierkegaard	Horney
Bacon	Schopenhauer	deBeauvoir
Hobbes	Emerson	Montagu
Locke	Mill	Freidan

2. Attend a seminar conducted by a representative of a Bucks County agency which serves women, such as: Women Organized Against Rape, A Woman's Place. Be prepared to evaluate the legitimacy of the existence of such an agency here in this county.

3. Research a female poet/author chosen from the "Suggested Precollege Reading" list and prepare a five-minute videotape presentation based on her life, works, impact on our culture. Include visuals as an integral part of the presentation.

4. Debate the pros/cons of current issues concerning women, such as the passage of the Equal Rights Amendment, a woman's right to choose with regard to reproduction.

5. Select a poem written by your favorite poetess. Write your own four-line poem capturing the "essence" of her poem.

6. Defend/attack the following statement: Antigone should be removed from this course of study because the play is anti-feminist, portraying women as second-class citizens and inferior. Supply evidence from the play to support your position.

7. In the Art and Man issue entitled "The Woman Artist" one finds the following quote: "To be an artist has always required courage and commitment. To be an artist and a woman in what is still 'a man's world' requires them even more." Choose one of the artists highlighted in this issue, research whether or not being female has been a problem for her as an artist, and present this information, along with samples of her work, to the class.

8. According to PA House Bill #225A, local school districts cannot receive state funds without providing equal opportunities for girls to participate in athletics. Confront the realistic moral dilemma provided in "The Championship", deciding whether the only girl on the team should agree to withdraw from the race. In small groups decide also on alternative dilemmas.

MUSHROOMS

by Sylvia Plath

Overnight, very
Whitely, discreetly,
Very quietly

Our toes, our noses
Take hold on the loam,
Acquire the air.

Nobody sees us,
Stops us, betrays us;
The small grains make room.

Soft fists insist on
Heaving the needles,
The leafy bedding,

Even the paving.
Our hammers, our rams,
Earless and eyeless,

Perfectly vioceless,
Widen the crannies,
Shoulder through holes. We

Diet on water,
Our crumbs of shadow,
Bland-mannered, asking

Little or nothing.
So many of us!
So many of us!

We are shelves, we are
Tables, we are meek,
We are edible,

Nudgers and shovers
In spite of ourselves.
Our kind multiplies:

We shall by morning
Inherit the earth.
Our foot's in the door.[6]

Jews are a unique group: in spite of almost 2,000 years of dispersion they have retained their group identity. In America, the Jewish community constitutes about 3 per cent of the population and plays an important cultural role. In the course of history, Jews have suffered greatly from prejudice and discrimination that often led to cruel persecution. The twentieth century saw a dreadful instance of such persecution: the Nazi attempt to exterminate all European Jews. In the Holocaust, 6 million (out of a total of 9 million) European Jews were massacred.[7]

Suggested Readings and Media:

"The Jewish People", Chapter 5, Prejudice and Discrimination, pp. 135-149.
Night, Wiesel
Selected Case Studies in American History, Vol. 2, Case 3, 11
"No News from Auschwitz", Rosenthal, Understanding the Essay, pp. 74-76.
The Diary of Anne Frank, Frank
"The Jewbird", Malamud, The Norton Anthology of Short Fiction, pp. 434-441.
Excerpts from Mein Kampf, Hitler
Excerpts from The Rise and Fall of the Third Reich, Shirer
"Reunion", Uhlman
Current articles from periodicals
The Norton Anthology of Short Fiction, Cassill, selections by/about Jews

Media and Audio-Visual Materials:

Film: Memorandum, Part 1 - MP3-4661 and 2 - MP3-4662.
Film: The Rise and Fall of Adolf Hitler, MP2-7846.
Filmstrip/Tape: "Scapegoating", Part 1, Sunburst
Filmstrip/Tape: "Master Race Myth", Part 2, Sunburst
Filmstrip: "World's Great Religions: Judaism"
Slides/Tape: "An Inquiry Into the Nature of Man: His Inhumanity and His Humanity", Center for the Humanities.

Suggested Activities:

1. Read The Merchant of Venice, Oliver Twist, Our Mutual Friend, or Ivanhoe and comment on the author's stereotypical portrayal of the Jew as represented by Shylock, Fagin, Riah, Isaac of York or Rebecca.

2. After learning about Zionism and Judaism, research the current Middle East relationship between Israel and its neighbors, in order to predict the role of anti-Jewish sentiment in politics.

3. "Be" Anne Frank's diary and complete a creative writing assignment outlining the thoughts, feelings, aspirations such an intimate "friend" might disclose, were it living.

4. Research some aspect of the Holocaust in depth. Your rationale for topic selection must be included in your final paper.

5. Dramatize a scene from The Diary of Anne Frank. Perform it before an audience with an informative prologue and epilogue.

6. Make a product-such as a mural, mobile, tape recording, citing examples of notable contributions made by American Jews in music, science, literature, art, government, theater, philosophy.

7. Debate: The treatment of some 110,000 Japanese-Americans during World War II by the U.S. government was as morally wrong as that of the Jews by the Nazi regime.

8. After World War II many Nazis were tried for their crimes against humanity. Invite a speaker to the classroom who acted as an interrogator at Nurenburg, hear his experience, and discuss the possibilities of such an appalling episode in history happening again.

from Night

by Elie Wiesel

I pinched my face. Was I still alive? Was I awake? I could not believe it. How could it be possible for them to burn people, children and for the world to keep silent? No, none of this could be true. It was a nightmare... Soon I should wake with a start, my heart pounding, and find myself back in the bedroom of my childhood, among my books...

My father's voice drew me from my thoughts:

"It's a shame...a shame that you couldn't have gone with your mother...I saw several boys of your age going with their mothers..."

His voice was terribly sad. I realized that he did not want to see what they were going to do to me. He did not want to see the burning of his only son.

My forehead was bathed in cold sweat. But I told him that I did not believe that they could burn people in our age, that humanity would never tolerate it...

"Humanity? Humanity is not concerned with us. Today anything is allowed. Anything is possible, even these crematories..."[8]

---

[1]Rudyard Kipling, "We and They", Debits and Credits (New York: Doubleday & Co., 1926.)

[2]Rev. Theodore M. Hesburgh, "Foreword", in Charles Y. Glock and Ellen Siegelman (eds.), Prejudice U.S.A. (New York: Frederick A. Praeger, 1969), p. vii.

[3]Educational Research Council of America, Prejudice and Discrimination, Teacher's Guide (Boston: Allyn and Bacon, Inc., 1977), p. 92.

[4]Langston Hughes, "Merry-Go-Round", in William Adams, Peter Conn, Barry Slepian (eds.), Afro-American Literature Poetry (Boston: Houghton-Mifflin Co., 1970), p. 95.

[5]Educational Research Council of America, p. 141.

[6]Sylvia Plath, "Mushroom", The Colossus and Other Poems (New York: Alfred A. Knopf, Inc., 1960).

[7]Educational Research Council of America, p. 126.

[8]Elie Wiesel, Night (New York: Hill and Wang, 1972), pp. 41-2.

UTOPIA

"Where there is no vision, the people perish."

Proverbs

Immersing students in a study of the causes, methods and effects of prejudice will leave them wondering whether the story of humanity will always be the story of the powerful and the powerless, whether humanity is doomed forever to hate and persecute, or whether it can create a utopian future of love and freedom. Such large philosophical issues will be illuminated by reducing them to their lowest terms: can the individual learn to exorcise hate from his heart? to desist from persecution and prejudice as ways of securing his own identity? to welcome differences in people rather than feel threatened by them? to relinquish voluntarily some of his rights and power for the good of others?

A unit on Utopia, then, evolves from a unit on prejudice. Again, it will demand an interdisciplinary, multi-media investigation from historical, literary, philosophical, sociological, artistic, anthropological and economic perspectives. Students will examine the utopian dreams and nightmares of the past through reading and research and will consider whether a Utopia is possible, desirable, indispensable given the world's capacity to annihilate itself, or inevitable given the world's evolutionary patterns. Such an investigation will catalyze students to question the nature of human nature, the nature of power, the dangers and promises of technology, and the relationship between the individual and society.

Suggested Readings and Media:

GENESIS, Chapter 2

THE REPUBLIC - Plato

THE SEARCH FOR PERSONAL FREEDOM, VOL. II - Crass, Lamm, Turk

excerpts from THE PRINCE - Machiavelli
UTOPIA - More
EMILE - Rousseau
CANDIDE - Voltaire

essays on John Locke and Adam Smith
"First Inaugural Address" - Jefferson
essays on the twentieth century - editors

THE AUTHENTIC PERSON - Harris

WORLDS IN THE MAKING - Dunstan and Garlan
excerpt from LOOKING BACKWARD - Bellamy
Part III: Exploring Spaceship Earth
Part IV: The Machine - Enemy or Ally?
Part V: Evolution or Revolution?
Part VI: Discovering Human Nature
Part VII: Inventing the Future

THE CONSCIOUS READER - Shrodes, Finestone, Shugrue
Part VII: The World in the Future
WALDEN (excerpt) - Thoreau
" A Very Private Utopia" - Chase
"New Heaven and Earth" - Joyce Carol Oates
"The Greatest Danger, the State" - Jose Ortega Y Gasset

EDGE OF AWARENESS - Hoopes and Peck
"Can We Survive the Fun Revolution?" - Joseph Wood Krutch
"Why I Dislike Western Civilization" - Arnold Toynbee
"One Vote for this Age of Anxiety" - Margaret Mead
"Can Science Prevent War?" - Arthur Larson
"Science, Life, and Landscape" - Paul B. Sears

THE PLEASURES OF PHILOSOPHY - Will Durant
"Is Progress a Delusion?"
"The Destiny of Civilization"
"How We Made Utopia"

BRAVE NEW WORLD - Aldous Huxley

1984 - George Orwell

THE LORD OF THE FLIES - William Golding

THE LATHE OF HEAVEN - Ursula K. Le Guin

ONE FLEW OVER THE CUCKOO'S NEST - Ken Kesey

ALL THE KING'S MEN - Robert Penn Warren

THE NORTON ANTHOLOGY OF SHORT FICTION - R. V. Cassill
"The New Atlantis" - Ursula K. Le Guin

THE COMMUNIST MANIFESTO - Karl Marx

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Media and Audio-Visual Materials:

"Utopia" - Art and Man
"Man and His Environment: in Harmony and Conflict" - The Center for the Humanities, Inc.
"Man and His Values: An Inquiry into Good and Evil" - The Center for the Humanities, Inc.
"Athens - The Golden Age" (MP-3-0125)
"Civilization - Worship of Nature" (MP-3-1911)
"Drive for Power, Parts I and II - Ascent of Man Series (MP-3-2528)
"Civilization - The Fallacies of Hope" (MP-3-1883)
"The Speaker: A Film about Freedom" (MP-3-5016)
"The Dehumanizing City" (MP-2-6558)
"Politics, Power and the Public Good" (MP-2-6564)
"The Hat" (MP-2-1253)
"Neighbors" (MP-1-1844)
"Time out of War" (MP-2-2889)
"Toys on a Field of Blue" (MP-2-4942)
"Wargames" (MP-2-4945)
"Marxism: The Theory that Split a World" (MP-3-2220)

Suggested Activities:

1. Read a biography or autobiography of some person who held or holds substantial power: e.g. Ghandi, Nixon, Hitler, Dr. Martin Luther King, F.D.R., Churchill, Christ, Khomeini, George Washington, etc. Determine the influence of that power on the person's values and life. From your research and that of your classmates, draw some tentative conclusions about the nature of power and its effect on those who wield it. Project yourself into a position of power and predict your behavior and personality.

2. Read Thoreau's WALDEN and view filmstrip (available from Alpha Project, Montgomery County). Relate these to Stuart Chase's "A Very Private Utopia". Debate whether Utopia can be a plan for individual happiness or whether it must encompass a society.

3. After reading THE COMMUNIST MANIFESTO, research in books, magazines and newspapers the implementations of communism in the U.S.S.R., China and/or Cuba. Has the philosophy of man and society that the Manifesto articulates been applied in these countries? Present your findings in a term paper and lead a seminar on the topic.

4. Utopian proposals can serve as models to be implemented or as models to be avoided, the latter being called anti-utopias or dysutopias. Identify the intent of the utopias you've read from the reading list and your own research. Are there any models intended for implementation that you find reprehensible? For what reasons? Explain your reasons in essay form; debate if others in the class disagree.

5. Read Adam Smith's THE WEALTH OF NATIONS and Milton Friedman's FREE TO CHOOSE. (Also, view the latter on television, if possible). Do these economic proposals, one articulated in 1776, the other in 1976, represent essentially identical views? Write a term paper in which you compare these two works, evaluate the impact of their economic theories on society, and compare their theories with the economic platforms of the Democratic and Republican parties in 1980.

6. Investigate the myths and religions of other cultures to see if they possess a "paradise-lost" theme as does our Judeo-Christian culture. It man's exile from a utopian existence is a universal concept, where does it come from? History? the experience of childhood? Consult anthropological, psychological and theological explanations and present your findings in a well-documented position paper.

7. Brainstorm the impediments to human perfectibility - in yourselves and in society - and consider whether these impediments render any attempt at Utopia an exercise in futility. Divide the class into

pessimists, optimists and realists and debate the issue, drawing heavily on the readings to substantiate each position.

8. Investigate the role of the family in utopian literature and in utopian societies. Why is the family virtually abolished in so many of these plans? Discuss your findings and their implications in a seminar or panel discussion format.

9. Read WALDEN II by B. F. Skinner and compare it to BRAVE NEW WORLD.

10. Write a story that describes a method of controlling human behavior as a prerequisite to the creation of a Utopia.

11. The world faces huge problems such as overpopulation, and depletion of natural resources, and the proliferation of nuclear weapons. To ensure survival - let allone strive for Utopia! - should we be moving toward a stronger world government that can enforce laws for the good of the Global Community? or can we count on individuals and nations to cooperate with rational requests and to respond to dire warnings? What are the dangers inherent in both positions? Debate this topic with a classmate. Exchange sides to appreciate all aspects of this controversial issue.

12. Many see technology as a threat to human values and even to human life; others view it more optimistically. What are the dangers that technology poses? what are its promises? Survey the man on the street (or the student in the hallway) to discover what these hopes and fears are. Graph your findings following acceptable form.

13. Investigate the role of the arts in utopian literature and utopian societies. Notice particularly their virtual absence in 1984 and their trivialization in BRAVE NEW WORLD. Consider that Plato would accept

only patriotic and religious poets in his Republic. What is the role of the arts in democracies and in communist states? Present your findings in a multi-media presentation.

14. Role play some of the authors and political or economic philosophers studied in this unit using a "Meeting of Minds" format. (For another model, read Durant's treatment of a similar dialogue in THE PLEASURES OF PHILOSOPHY: Part VIII). Really get into your character!

15. Create a game which will apply some of the ideas and conflicts met in this utopian unit. Devise rules, objectives; design format. Teach the class how to play it.

16. As a catalyst for creating a utopian proposal, pretend that the earth is going to colonize some distant planet discovered to be habitable. Who should sponsor this Holy Experiment? the U.S.? Russia? the United Nations? Who should be sent? Role play the individuals chosen and produce a constitution that will articulate the group's philosophy of man and society.

17. Listen to national anthems and to music which expresses strong nationalism, such as Smetana's "Moldau" and Sibelius' "Finlandia". Try to locate or compose some music which would celebrate the world as a community. View the film "Leonard Bernstein and the New York Philharmonic in Berlin", Part I (MP-3-0793) so that you can consider Bernstein's theory that certain music transcends national boundaries.

18. Read THE GREENING OF AMERICA by Charles Reich and THE THIRD WAVE by Alvin Toffler. Is such optimism warranted or do you detect "blind spots" in their reasoning? Write your own projection of the future of America or of the world. Read THE FUTURISTS magazine and "Global Year 2000: a report to the President" to obtain viewpoints that are less optimistic

than Reich's and Toffler's.

19. Research the myth of Atlantis. Include in your reading Francis Bacon's "The New Atlantis" and Jules Verne's 20,000 LEAGUES UNDER THE SEA as well as more scientific investigations. Give your theories about the myth in a multi-media presentation.

20. Design an ideal home in an ideal community with an ideal school, recreation and working facilities. Consult the architectural ideas of Le Corbusierans, R. Buckminster Fuller and the arcologies of Paoli Soleri for inspiration. Use a multi-media presentation.